

## **EXTRACURRICULAR FOREIGN LANGUAGE EVENTS AS A MEANS OF IMPROVING THE EFFICIENCY OF THE EDUCATIONAL PROCESS AT UNIVERSITY**

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### **Abstract**

The article reveals the role of extracurricular activities in the process of teaching a foreign language on the example of the extracurricular event on the topic "Russian and German axiological phraseology". The authors highlight the goals and objectives of the event, the tools used; propose a plan for this event. Axiological phraseology includes phraseological units, proverbs, sayings, aphorisms, reflecting conventional values and anti-values, which gives students access to national characteristics, culture, traditions and customs of the Russian and German peoples, so holding the extracurricular event on axiological phraseology has great educational value. Such events, built on the dialogue of cultures of Russia and Germany, strengthen the motivation to learn German, increase the efficiency of the learning process, create the basis for the formation of the value system of future specialists, reveal the creative potential of students.

**Keywords:** higher school, student, foreign language teaching, extracurricular event, axiological phraseology.

### **1. INTRODUCTION**

Modern conditions impose new demands on university graduates, who are required to have creative potential and competitiveness. The search for the means and methods that form the competitiveness of future specialists is connected with the intensification of training.

Intensification of training involves the use of methods, forms, tools, techniques that activate learning and cognitive activity of students. Thus, the active search for technologies which disclose personality reserve and allow students to increase the efficiency of cognitive process, is becoming relevant (Almjashova, 2014, p.12).

A foreign language as a subject of study allows the teacher not only to form the students' language competence, but also to simulate situations of activity requiring competitiveness. This task is solved within the framework of extracurricular activities that increase the cognitive interest of students, raise their motivation to learn, broaden their minds, develop their creative potential, contribute to effective learning of the given subject.

Extra-curricular activities teach students to analyze, organize and classify the information received, to acquire project-making skills; to take the initiative, to show creativity, to work together in a group, and to compete with each other (Boychenko, Tokareva, 2018).

Independent work in the process of learning a foreign language develops such skills as the ability to work with special literature, reference books, periodicals in a foreign language and terminological dictionaries. Consequently, the main goals are: to achieve the appropriate level of communicative competence during the

period of learning a foreign language at university; to prepare students for effective self-study of a foreign language after graduation. In addition, extracurricular work contributes to the development of positive motivation and competitiveness, while success and achievements in work reinforce interest and a positive focus on selected activities (Vasbieva, Kalugina, 2014, p.16).

The processes of migration and globalization cause the social and lingua cultural interaction where a foreign language is considered as a connecting link between the society and values. It gives the possibility of forming of students' axiological background through foreign language teaching (Fakhrutdinova, Mefodeva, Zakirova, 2016). The implementation of axiological approach in teaching foreign language can be successfully realized «if the learning process provides the following pedagogical conditions: formation of students' value attitude to learning a foreign language as a means of inter-cultural communication; ethical and moral values of native speakers...» (Valeev, Valeeva, Sirazeeva, 2015)

Axiological phraseology includes phraseological units, proverbs, sayings, and aphorisms, reflecting conventional values and anti-values. Therefore, holding an open extracurricular event on axiological phraseology is of great educational importance. In addition, axiological phraseology helps students learn about national characteristics, culture, traditions, and customs of the Russian and German peoples.

## **2. MAIN TEXT OF THE PAPER**

The extracurricular event "Russian and German Axiological Phraseology" was conducted with students of the 3rd and 4th courses of the specialty "World Economy", who study German as a second foreign language.

Goals and objectives of the open event:

- 1) Consolidation of knowledge and development of skills in the German language;
- 2) Expanding the linguistic outlook of students and enriching vocabulary through the study of Russian and German phraseology;
- 3) Formation of the value system of future specialists in the course of their acquaintance with the axiological aspect of Russian and German phraseology;
- 4) Development of translation skills from German into Russian;
- 5) Preparing students for cross-cultural communication;
- 6) Identification of national and cultural characteristics of the Russian and German peoples, familiarizing students with traditions and customs of these peoples;
- 7) The use of effective innovative learning technologies;
- 8) Development of independent work skills and creative abilities of students.

Means of learning at an open event:

1) Lexicographic sources: Russian and German phraseological dictionaries, proverbs and sayings dictionaries;

2) Innovative tools:

- Multimedia tools (a set of hardware and software tools that allow the user to work with graphics, text, sound, video, etc.). The use of multimedia tools allows students to prepare presentations by presenting information clearly with the use of colorful illustrations that reflect the meaning of phraseological units, proverbs and sayings;

- Access to the Internet information network, which is a universal means of obtaining information. In preparing for the event, students can take advantage of various web-sites that reveal the origin of Russian and German idioms, illustrate the use of proverbs and sayings, and present thematic classifications of aphorisms. The Internet helps to develop the skills of independent work, learn how to handle large amounts of information.

- Electronic dictionary (computer database with coded dictionary entries) is an up-to-date and convenient source of information when preparing for this event. Some electronic phraseological dictionaries contain etymological information, which is very important when analyzing the linguistic and cultural aspect of phraseological units.

During the preparation for the event, students were asked to find and write out Russian and German

phraseological units, proverbs, sayings and aphorisms reflecting certain values and anti-values (life and death, wealth and poverty, work and leisure, work and laziness, intelligence and folly, happiness and misfortune, and others).

Students prepared reports with presentations according to the following plan:

1. Russian and German phraseological units with their etymology. Linguistic and cultural information about the origin of a phraseological unit is valuable because it reflects the culture and mentality of native speakers of the language.
2. Russian proverbs and sayings; proverbs and sayings in German and their Russian equivalents. If there are no equivalents, students submit a descriptive translation. The comparative aspect of this section allows to identify the national character, the characteristics of Russian and German cultures.
3. Aphorisms in Russian and German are the statements made by outstanding people. These statements reflect the attitude of a person to a particular value or anti-value. Aphorisms allow to compare the opinions of different people, to determine their attitude to a particular statement, to justify their agreement or disagreement with a particular point of view.

For example, the value of "Life" at the extracurricular event was presented as follows:

#### 1. Phraseological units.

1) *Сыт, пьян и нос в табаке* (Well-fed, drunk and nose in tobacco). This phraseological unit means completely happy. The word "well-fed" from this sentence retains the old meaning. The word "drunk" does not mean that you got drunk. The old meaning of the word "drunk" is having drunk a lot of liquid, for example beer, but most likely, something non-alcoholic (eg. Sbiten - a traditional Russian hot drink made from honey and spices; vzvar- an ancient drink made from herbs, berries and fruit). As for the strange phrase "nose in tobacco", it reminds us of the old custom to sniff ground tobacco, which was invented by Europeans. American Indians, who taught Europeans to smoke, did not sniff tobacco. In the middle of the XVII century jatrophysics theory dominated in medicine. It was thought that it was very useful to sneeze to remove harmful mucus from the nasopharynx. Milled tobacco turned out to be ideal for sneezing because other drugs were irritating to the mucous membranes and caused exhausting sneezing. By the end of the 18th century, the jatrophysical theory had been abandoned, but people continued to sniff tobacco. By the beginning of the 20th century, the habit of snuffing tobacco had sunk into oblivion. Snuff, once numbering dozens of varieties, is now produced in meager amounts).

2) *Das Leben ist kein Ponyhof* - *Life is not a stable yard* (Das Leben ist hart, man kann nicht alles haben und es kann nicht alles so sein, wie man gerne möchte. Diese Lebensweisheit basiert auf der Erkenntnis, daß es im menschlichen Dasein nicht immer so einfach und gemütlich zugeht, wie im Hof, in dem die kleinen Pferdchen keine Sorgen haben, gefüttert werden und sich um nichts und niemand zu kümmern brauchen. - The life of a person is not like the life of a pony in a stable yard. Life is hard. A person cannot have everything he wants, and life does not always go on the way we desire. This wisdom is based on the knowledge that a person's life is not always simple and comfortable, like the carefree life of a pony in a stable yard, where ponies are fed and don't need to worry about anything).

#### 2. Proverbs and sayings.

Russian proverbs and sayings about life: *He тот живет больше, кто живет дольше* (He lives longest who lives best (Am). He lives long that lives well (Br). He lives twice who lives well (Am). It's not how long but how well you live(Br). It means that the essential thing is how you enjoy life, but not how long you live); *Жить горько(скучно), да и умереть не сладко (не потешно)* (Life is bitter (boring), but death is not sweet (not amusing) either).

German proverbs and sayings about life: *Lebe, wie du Ernte hast* (Live as the harvest allows) (cf. *По одежке протягивай ножки*. By clothing, stretch the legs. It means you should live as you can afford); *Das Leben ist kein Kinderspiel* (Life is not a child's game) (cf. *Жизнь прожить - не поле перейти*. To live is not like crossing the field. The meaning is that it is not easy to cross the field and to live a life is even more difficult); *Wer länger schläft als sieben Stund', verschläft sein Leben wie ein Hund* (Anyone who sleeps longer than 7 hours, lives his life like a dog. Meaning - anyone who sleeps too much, wastes his time and does not live life to the fullest).

#### 3. Aphorisms.

Russian aphorisms about life: *Глубокие воды плавно текут, премудрые люди тихо живут* (A.C.

Пушкин) (Deep waters flow smoothly, wise people live quietly (AS Pushkin)); *Найти свою дорогу, узнать свое место в жизни- в этом всё для человека, это для него значит сделаться самим собою* (В.Г. Белинский) (To find your own way, to know your place in life - this is very important for a person, it means for him to become himself (VG Belinsky)); *Нужно, чтобы каждый человек нашел для себя лично возможность жить жизнью высшей среди скромной и неизбежной действительности каждого дня* (М.М. Пришвин) (It is necessary that each person find the opportunity to develop spiritually in modest inevitable routine of everyday life (M.M. Prishvin)).

German aphorisms about life: *Nur der verdient sich Freiheit wie das Leben, der täglich sie erobern muß* (Only he is worthy of life and freedom, who every day goes to battle for them! (J.W. Goethe. "Faust")); *Man lebt nur einmal in der Welt* (Life is given only once. (J.W. Goethe. "Clavigo")); *In dem Augenblick, in dem ein Mensch den Sinn und den Wert des Lebens bezweifelt, ist er krank* (At that moment when a person doubts the meaning and value of life, he is sick (S. Freud)).

At the end of the extracurricular foreign language event, students draw conclusions, noting similarities and differences of Russian and German phraseology which represent the national identity of two peoples - native speakers of Russian and German languages.

### 3. CONCLUSION

The extracurricular event "Russian and German Axiological Phraseology" allows for the realization of practical, general educational and educational goals. Phraseological units reflect values and traditions of a particular people most clearly in the language. Being specific units of language phraseological units contain cultural information about the history, and everyday life of the people speaking the language (Sakhbullina, Andreyeva, Nazmieva, 2018).

The use of innovative technologies at this event contributes to the effective learning of the material, the development of information, communication and linguistic competencies. Such events, built on the dialogue of cultures of Russia and Germany, strengthen the motivation to learn languages, increase the efficiency of the learning process, create the basis for the formation of the value system of future specialists, reveal the creative potential of students.

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